

W M ANDERSON PRIMARY

500 Lexington Ave.
Kingstree, SC 29556

GRADES K-3 Elementary School

ENROLLMENT 706 Students

PRINCIPAL Jennifer G. Gardner 843-355-5493

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille B. Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	11	53	47	3

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Good	Below Average	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes

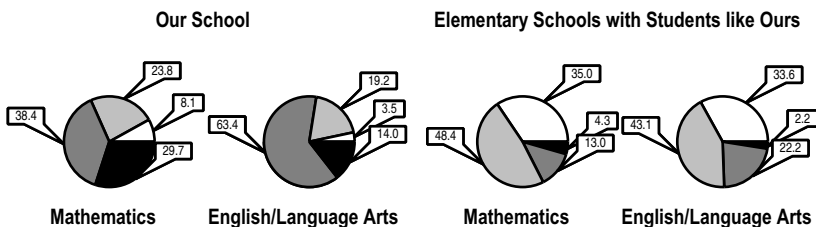
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

0.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	180	100.0	3.5	19.2	63.4	14.0	72.1	Yes	Yes
Gender									
Male	97	100.0	5.3	24.5	63.8	6.4	64.9		
Female	83	100.0	1.3	12.8	62.8	23.1	80.8		
Racial/Ethnic Group									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	175	100.0	3.6	19.0	63.1	14.3	72.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	138	100.0	2.2	17.9	63.4	16.4	84.3		
Disabled	42	100.0	7.9	23.7	63.2	5.3	28.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	180	100.0	3.5	19.2	63.4	14.0	72.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	180	100.0	3.5	19.2	63.4	14.0	72.1		
Socio-Economic Status									
Subsidized meals	171	100.0	3.7	19.6	63.2	13.5	72.4	Yes	Yes
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	180	100.0	8.1	23.8	38.4	29.7	69.2	Yes	Yes
Gender									
Male	97	100.0	10.6	24.5	40.4	24.5	64.9		
Female	83	100.0	5.1	23.1	35.9	35.9	74.4		
Racial/Ethnic Group									
White	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	175	100.0	8.3	24.4	37.5	29.8	69.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	138	100.0	3.0	20.9	40.3	35.8	85.1		
Disabled	42	100.0	26.3	34.2	31.6	7.9	13.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	180	100.0	8.1	23.8	38.4	29.7	69.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	180	100.0	8.1	23.8	38.4	29.7	69.2		
Socio-Economic Status									
Subsidized meals	171	100.0	8.0	24.5	36.2	31.3	68.7	Yes	Yes
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	199	98.5	8.7	43.7	42.1	5.5	47.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	180	100.0	3.9	32.0	50.6	13.5	64.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	199	100.0	14.1	45.7	25.5	14.7	40.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	180	100.0	7.9	31.5	31.5	29.2	60.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 706)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	6.6%	Down from 6.9%	3.6%	2.7%
Attendance rate	96.8%	Up from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	20.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	20.0%		5.7%	3.5%
Eligible for gifted and talented	1.6%	Down from 4.5%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Down from 10.7%	8.0%	8.2%
Older than usual for grade	1.6%	Up from 1.3%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	52.4%	Up from 50.0%	48.2%	51.4%
Continuing contract teachers	90.5%	Up from 80.4%	79.2%	87.5%
Highly qualified teachers**	95.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	2.6%		3.6%	0.0%
Teachers returning from previous year	84.6%	Up from 80.8%	82.1%	86.7%
Teacher attendance rate	92.3%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$38,256	Up 0.6%	\$39,061	\$40,760
Prof. development days/teacher	13.4 days	Up from 10.7 days	13.3 days	12.4 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 90.7%	89.0%	90.0%
Dollars spent per pupil*	\$5,208	Down 1.5%	\$7,012	\$6,044
Percent of expenditures for teacher salaries*	68.3%	Up from 67.7%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	94.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. M. Anderson Primary School is an award-winning school that believes in the adage that all children can learn and achieve high levels of academic success. We believe that, through collegial and cooperative efforts within the school community, we will be able to educate the whole child and bring about sustained academic excellence for every child. Passion and commitment are the traits that are emphasized throughout the school community and students know that excellence is expected.

At W. M. Anderson Primary, we strive to engage our instructional staff in as many staff development activities as we possibly can so that they will have the most current information and training necessary to carry out their role as effective classroom leaders. They are trained in the use of various instructional strategies and methodologies that are grounded in scientific research and deemed to be best practices for bringing about academic excellence for all children. Some of the instructional programs and strategies in which we engage our students include Building Blocks, Cunningham Four Blocks, Saxon Phonics, Language Enrichment Acceleration Program (L.E.A.P.), Reading Counts, Standards in Practice, Six-Plus -One Writing, SuccessMaker Instruction, Creative Curriculum, Brain researched strategies, and the Early Childhood Environmental Rating Scale (ECERS).

We have been fortunate to be able to offer after school care for children 3 to 12. Students are provided the opportunity to receive assistance in academic studies, as well as engaging in arts and craft activities.

We sincerely acknowledge the efforts of our parents, PTA members and officers, School Improvement Council members, Title I Planning Team members, and various business partners. Through their sense of community and dedication, W. M. Anderson Primary School was awarded the National Distinguished Title I School Award. We have also been recognized for two consecutive years for closing the achievement gap between the performance of students who are economically advantaged and those who are economically disadvantaged and/or between the performance of students who are white and students who are African-American.

Andznetta Pendergrass, SIC Chair Jennifer G. Gardner, EdD, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	127	68
Percent satisfied with learning environment	97.7%	92.6%	90.9%
Percent satisfied with social and physical environment	100.0%	91.3%	91.2%
Percent satisfied with home-school relations	93.0%	89.5%	69.1%

*Only students at the highest elementary school grade level at this school and their parents were included.